## Lesson 12: Equivalent Fractions on a Number Line

* Let’s find fractions at the same location.

### Warm-up: Notice and Wonder: Running on a Trail

What do you notice? What do you wonder?

Tyler ran part of the length of a trail.  
Han ran part of the length of the same trail.



### 12.1: Running Part of a Trail

Some students are running on a trail at a park. Decide if each pair of students ran the same distance.

You can use number lines if they are helpful to you.

1. Elena ran of the trail.

* Han ran of the trail.
* 
* 

1. Jada ran of the trail.

* Kiran ran  of the trail.
* 
* 

1. Lin ran of the trail.

* Mai ran of the trail.
* 
* 

### 12.2: Locate and Pair

1. Locate and label the following numbers on a number line. You can use more than one number line if you wish.

* , , , , , , , , , ,
* 
* 
* 
* 
* 

1. Find 4 pairs of fractions that are equivalent. Write equations to represent them.

If you have time: Use the number lines to generate as many equivalent fractions as you can.







### 12.3: Rolling for Equivalent Fractions

1. Roll 6 number cubes. If you roll any fives, they count as a wild card and can be any number you’d like.
2. Can you put the numbers you rolled in the boxes to make a statement that shows equivalent fractions? Work with your partner to find out.
3. If you cannot, re-roll as many number cubes as you’d like. You can re-roll your number cubes twice.
4. If you can make equivalent fractions, record your statement and show or explain how you know the fractions are equivalent. You get 1 point for each pair of equivalent fractions you write.

Round 1:

Show or explain how your fractions are equivalent.

Round 2:

Show or explain how your fractions are equivalent.

Round 3:

Show or explain how your fractions are equivalent.

Round 4:

Show or explain how your fractions are equivalent.

Round 5:

Show or explain how your fractions are equivalent.

Round 6:

Show or explain how your fractions are equivalent.

Round 7:

Show or explain how your fractions are equivalent.

Round 8:

Show or explain how your fractions are equivalent.



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